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ABSTRACT

The activities of four vocational education planning district (VEPD) centers in Pennsylvania (Temple University, Indiana University of Pennsylvania, The University of Pittsburgh and Pennsylvania State University) are evaluated in this report. Following an introduction to the evaluation project, the report consists of five sections: a summary of the four centers and an individual report on each. The summary outlines the structures, funding levels, funded activities, uniqueness, special problems, and the general progress of the center. Each report consists of a short narrative followed by parallel format information sheets for each funded activity for the center. The information sheets contain several items of information. Included at the top of each report form is the name of the institution, activity being studied, the identifying number, the amount of funding, and the approximate percentage of full funding for the activity. The bottom section of each sheet, arranged in three columns, presents the following information: (1) the common center objectives provided by the Pennsylvania Department of Education and agreed to by the centers, (2) a summary of the actual institutional proposal which forms the basis of each contract, and (3) statements and comments made by the evaluator regarding progress toward achieving the objectives of the activity. (JH)

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Interim Report

EVALUATION OF CERTAIN ASPECTS OF VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT CENTERS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

Section	Page
BACKGROUND AND INTRODUCTION	1
Background	1
Contractor Activities in Preparing this Report	2
Introduction to the Body of the Report	3
THE FOUR CENTERS	5
TEMPLE UNIVERSITY VEPDC	8
INDIANA UNIVERSITY VEPDC	23
UNIVERSITY OF PITTSBURGH VEPDC	35
PENNSYLVANIA STATE UNIVERSITY VEPDC	50

BACKGROUND AND INTRODUCTION

The Appalachia Educational Laboratory (AEL) is pleased to submit this Interim Report on Evaluation of Certain Aspects of Vocational Education Personnel Development Centers to the Research Coordinating Unit (RCU) for Vocational Education of the Pennsylvania Department of Education (PDE). This report, submitted February 28, 1979, covers the activities of the four VEPD Centers for the period from July 1978 through the dates of the second visit to each center--ranging from January 24 through February 9.

Background

In June 1978, the RCU issued a request for proposals for activity under the title underlined above. The RFP included the history of the decision by PDE to fund vocational education personnel development through VEPDC's, established a rationale for this decision, identified the four centers so funded, and established as a basis for the evaluation that "It is not expected that all centers will immediately accomplish all the objectives. It is expected that a systematic method for selecting objectives and planning a program of activities, including allocation of resources to accomplish those objectives, will begin immediately."

The RFP suggested two minimum requirements for completing the evaluation activity: "(1) Conduct a process and product evaluation of each VEPDC's objectives. . . (to) . . . ascertain the extent of achievement of objectives, identify strengths and weaknesses and make recommendations for improvement; second, identify successful objectives for adoption or continuation; and third, prepare an individual report for each center and a summary report for all four centers; and (2) Review and analyze the appropriateness and adequacy of the needs assessment techniques used by each VEPDC."

In its response, AEL proposed to: (1) systematically assess the extent of achievement of objectives, (2) identify strengths and weaknesses, (3) provide formative evaluation data and recommendations to the centers, (4) identify successful objectives for adoption or continuation, (5) review and analyze the appropriateness of needs assessment techniques used by each VEPDC, (6) review the VEMIS in relation to the planning data needed by each VEPDC (including analysis of constraints on VEMIS data), and (7) prepare mid-year and final summative reports to PDE and appropriate occasional formative information to each VEPDC.

AEL was awarded the contract based on its proposal, which was incorporated by reference, as presented, into the contract document. This mid-year report is the first of the two deliverables under the contract.

Contractor Activities in Preparing this Report

The contract was finalized between AEL and the RCU as of July 1, 1978. The first formal activity under the contract was a meeting in Harrisburg on July 7, involving the VEPDC monitor, the RCU contract monitor, and the AEL project director. The schedule of activities from that date through February 28, 1979, is listed below.

Activity	Date(s)
1. Harrisburg Meeting (Swatt, Lewis, Ryan)	7/7/78
2. Review and Analysis of Center Proposals and other documents provided	7/8/78-9/21/78
3. Presentation of evaluation plans to VEPDC Center directors and PDE personnel	9/21/78
4. Review and Analysis of VEMIS and additional documentation	9/22/78-10/15/78
5. AEL Staff Meeting (Ryan, Rapp, Welsh)	10/16/78

Activity	Date(s)
6. First Round of Site Visits	10/17/78-10/27/78
7. Draft Reports--First Site Visits	10/28/78-11/17/78
8. Review and Reanalysis of VEPDC Communications	11/20/78-12/15/78
9. Refinement of Data Collection Instruments	12/16/78-1/29/79
10. First Two Second-Round Site Visits	1/24/79-1/30/79
11. Harrisburg Staff Meeting (Swatt, Lewis, Ryan, Rapp, Welsh)	1/31/79
12. Last Two Second-Round Site Visits	2/1/79-2/9/79
13. Report Preparation	2/12/79-2/27/79
14. Report Mailed	2/28/79

Major events during the remainder of the contract year will include an oral supplementation of this report in Harrisburg in March, April and June visits to the four centers, and a final report on the June status of the centers--due by the end of July. At the request of the PDE, AEL has also agreed to collect, analyze and report field data related to the use of advisory councils by the centers.

Introduction to the Body of the Report

The remainder of this interim report consists of five sections: a summary of the four centers and an individual report on each center. The summary will outline the structures, funding levels, funded activities, uniqueness, special problems (both in center operations and in evaluating them), and general progress of the centers. Each individual report will consist of a short summary narrative followed by parallel-format information sheets for each funded activity of the center.

The information sheets are derived from the data-collection instruments developed for this study, and contain several items of pertinent information.

At the top of each--in addition to the name of the institution, the activity being studied, and the identifying number--the amount of funding and the approximate percentage of "full funding" for the activity have been included. This has been done in the realization that, although the center objectives are expressed in absolute terms, the size and percentage figures give contextual clues as to relative importance (both across institutions for an activity and within institutions when compared to other activity levels) and reasonable anticipated progress toward the objectives.

The bottom section of each sheet contains parallel columns listing (1) the common center objectives provided by PDE and agreed to by the centers, (2) a summary of the actual institutional proposal which forms the basis of each contract, and (3) statements by the evaluators regarding progress toward achieving the objective of the activity, with comments as deemed appropriate. This format was seen by the AEL staff as the fairest way to present descriptive information and progress assessments, since the centers (1) were not all funded for all components, (2) were funded in substantially different amounts for some components, (3) approach the accomplishment of some activities differently from each other, and (4) address some components in substantively different ways (and in much different levels of detail) in their propsoals. Additionally, there are indications that the proposed activities have been subject to extensive negotiations, although it has been emphasized that these have not affected the obligation of the centers to meet the PDE objectives. Nonetheless, the combinations of factors related to unique center operations have rendered single-standard evaluation virtually impossible and probably inappropriate. Therefore, the descriptive progress assessments and comments have been placed in the most complete possible context, in order that the reader may make informed judgments as to center progress at this early stage of development.

THE FOUR CENTERS

The four VEPD Centers are located at Temple University, Indiana University of Pennsylvania, The University of Pittsburgh, and the Pennsylvania State University. There are fourteen possible fundable activities, all of which are funded at one or more Centers but only one of which is funded at all four. Total Center funding is $1,354,546 ($535,879 at Temple, $109,736 at Indiana, $209,528 at Pittsburgh, and $499,403 at Penn State) of which $532,348 (approximately 40%) supports the largest components--Field-Based, Competency- Based Teacher Education, and Leadership Development. The next largest expenditure category is Outreach Courses ($304,162 or approximately one-fourth of the total). The other activities of significant size are Tuition Differential Supplements ($167,750) and Center Coordination ($120,849). Temple is funded for eight activities, Indiana for five, Pittsburgh for seven, and Penn State for nine (in each case combining two kinds of outreach courses into one funding category).

Each of the Centers is unique in respect to center operations--in its institutional history, in its structure, in the centers' institutional relationship, or in its approach to the center activities. Some are unique in more than one of these areas, and some of these areas undoubtedly affect institutional commitment to the Center concept.

Temple University has the longest history (approximately five years) of the four institutions in Field-Based,Competency-Based,Vocational Teacher Education and Leadership Development, using materials adopted (and adapted) from those originally developed at CVTE Ohio State (in part by a current Temple staff member). The Center operates within the University structure, but with what appears to be sufficient autonomy to enable it to function as a unit. Commitment to the Center concept is high within the Center leadership, and the University--from all current indications--shares this commitment.

Indiana University has the "newest" and smallest Center operation. It is the newest in the sense that its Center staff was assembled specifically for its current purpose (with no carryover staff or activities). The staff members have come directly from two of the other institutions, bringing specific expertise in the Western Pennsylvania service area and in competency-based education respectively. The Center operates essentially outside the University structure--with the director reporting directly to a senior University administrator. Commitment to the Center concept is understandably high, and the structure/institutional relationship seems ideal for unified and efficient Center operation--although the IU Center is of necessity in the capacity-building stages of most of its activities. Ultimately, it is assumed that Indiana will share--by formal agreement--the Western Pennsylvania service area with the University of Pittsburgh.

The Center at the University of Pittsburgh has a more difficult institutional relationship to contend with. Operations within the College of Education, with relatively new leadership, and with carryover staff assigned to the various Center activities in addition to other duties, the Center comes into being at a time when the University has been contemplating downgrading its regional service orientation. Despite strong current Center leadership and stated commitment to the Center concept on the part of individual staff members, the overall institutional commitment remains in doubt (e.g., in the way in which the University rewards more traditional professorial activity as opposed to the type of field-based activity which is at the heart of the Center concept). The potential agreement with Indiana University to split the service region may shrink the Pittsburgh service area sufficiently to ameliorate the institutional concerns.

The Center staff at the Pennsylvania State University has historical and structural problems similar in some ways to those at Pittsburgh, complicated even further by the fact that the Center operates under two colleges--Agriculture and Education. Agriculture serves the entire state, while the departments within the College of Education serve the central service area. Staff is widely dispersed between the two colleges, making Center Coordination difficult. Penn State has been in a self-described "state of flux" during the current year, with new Center leadership, broadly dispersed staff and task assignments, and some concern over institutional commitment to the Center concept.

Despite the differences among institutions outlined above, it is fair at this point to say that all of the institutions are making progress toward accomplishment of Center-related objectives--at different rates for different activity areas, with different approaches to some tasks, and with varying degrees of documentation of accomplishment. The Center directors have been uniformly helpful to AEL staff in discussing issues, providing documentation where available, and providing an open environment for the assessment activities.

Detail as to the objectives, activities, and progress of each of the institutions are contained in the sections which follow.

TEMPLE UNIVERSITY VEPDC

Temple is funded for a total of $535,879 for Center-related activities ($45,420 for Center Coordination, $18,969 for Client Feedback Activities; $34,879 for Student Recruitment, Advisement, and Placement; $6,278 for Occupational Skills Workshops; $88,250 for Outreach Courses; $272,083 for Field-Based, Competency-Based Teacher Education and Leadership Development; and $70,000 for Tuition Differential Supplements for Vocational Instructional Certificate Candidates.)

The Temple Center seems well situated institutionally for enhancement of Center operations and coordination, it seems well run, and has excellent documentation of most activities.

Temple has completed a needs assessment, with special funding, from which data are expected to be available in March. The Center has an advisory committee in place, for which documentation was provided during the last visit.

Recruitment, advisement and placement appeared to have been areas of considerable activity at the Center. Staff has documented 50 visits and over 300 inquiries, with 244 placement possibilities identified for verification contact. A guide book for advisement is described as under development.

Four occupational skills workshops (in two vocational areas) are in the planning stages; staff indicate that this objective will be met. Twenty-five outreach courses have been conducted, with 16 more planned for completion by the end of the year. (The goal was 40 for the year.)

Temple is the acknowledged front runner in FBCBVTE. Its VITAL program, adapted from the OSU materials, has the same objectives as the PDE criteria suggestion, and Temple has five years experience with the materials. They report enrollment of 217 for the Fall term, and had received--as of the last

visit--131 written evaluations. Temple seems solidly on schedule in this (its largest component).

The Center seems also to be making excellent progress in its FBCB leadership development program. Eighty-six competencies have been reviewed and approved by a panel of (variously) 24-30 VE directors. There are 11 students currently in the program, and 30 competencies have been certified. Staff reports a 75/25 (approximately) instructional mix for individual group activities.

Center records indicate that $36,900 in tuition differential funds had been expended as of December 31. (1,476 credit hours at $25.) They seem likely to slightly exceed the budget figure for this area.

Temple seems off to a fast start in implementing the Center concept--with overall (though not unanimous) staff commitment to the Center concept very high. Activities of recent years at the institution place it in a favorable position to subsume reasonable activities under the Center structure. Worksheets for the specific funded activities at Temple appear on the following pages.

INSTITUTION: Temple University

PAGE NO. T-1

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocational student organizations was offered to both preservice and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions.	The proposal directly addressed criteria No's. 1, 3, 4, and 7 from the list at the left, proposing to perform in accordance with the criteria. Criterion No. 2 relates to overall management, assessed section-by-section. Criterion No. 8 will be assessed after consultation with PDE. Activities associated with criterion No. 6 were not funded at Temple. Criterion No. 5 was not specifically addressed in the proposal, although certification is provided by the Center. The proposal states that the Center staff will work with other colleges and universities in cooperative arrangements to provide quality vocational teacher education in the most economical manner. The proposal cites a proposed non-Center project entitled "Creating Cooperative Arrangements" which would provide time and travel to provide impetus to the endeavor.	Needs assessment data were collected as a result of a specially funded project, and are expected to be available in March. These will form the basis for finalization of a long-range plan. TU's current plan is described as tentative, requiring more data for projection purposes. Records and cost analysis data appear more than adequate, based on observation during the site visits. The coordinator of the Cooperative Arrangements component has met with representatives from Cheyney State College, Milles College, Bloomsburg State College, Marywood College, and the College of Misericordia. His initial task was to explain the Center concept and to dispel erroneous notions regarding the nature of allowable activities (e.g., no money for regular undergraduate program). He has asked the representatives to "brainstorm" possible arrangements. As of January he was still collecting the results of this request. It should be noted that his first contacts were with schools most remote from Temple. In summary, Temple seems to have made a sincere positive effort. It is still too early to speculate on the results of the effort.

INSTITUTION: Temple University

PAGE NO. T-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties.		Criteria No's. 2 and 8, as noted in the middle column, are addressed elsewhere.
OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.	Agrees to perform in accordance with the objective and the three criteria listed at left.	Center staff assures AEL that the three criteria are being met. The Center director serves on the PVTE Advisory Committee and is listed on the Committee rolls. Documentation was provided on numerous meetings attended in Harrisburg by staff members at the request of PDE.

11

INSTITUTION: Temple University

PAGE NO. T-2

ACTIVITY: Client Feedback

FUNDING: $18,969

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Maintain effective communications with the PDE, Bureau of Vocational Education (Planning Division) and with the PDE, Bureau of Information Systems (Division of Educational Statistics). **Criteria:** 1. Communications with the aforementioned agencies were sufficient to access existing data. 2. Data gathered by Center staff complemented, but did not unnecessarily duplicate, existing data. **OBJECTIVE:** Conduct needs surveys to determine short- and long-range client needs. **Criteria:** 1. Needs surveys were conducted. 2. A followup study of completers was conducted within the past five years. 3. Program adjustments resulting from needs surveys and followup studies were made.	The proposal committed Temple to all three objectives.	On November 14, 1978, the coordinator for Client Feedback met with VEMIS staff to determine usefulness of existing data. The conclusion reported was that VEMIS does not presently include much of what is needed. Prior to the first year of Center funding, Temple had been awarded a project, under the direction of Dr. Adamsky, to conduct a needs survey. It is the plan of the Client Feedback Coordinator (Dr. Cote) to use these data as the basis of the Center's needs survey and followup. These data are presented as being available during March.

12

INSTITUTION: Temple University

PAGE NO. T-2 (cont'd.)

ACTIVITY: Client Feedback

FUNDING: $18,969

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Organize and maintain a personnel development advisory committee. Criteria: 1. Guidelines for operating the committee were developed. 2. A directory of committee members was produced. 3. Committee membership included practitioners and students representing each of the approved vocational certification programs. 4. Committee and sub-committee meetings were held as frequently as necessary. 5. Agendas and minutes of each committee meeting were produced and distributed in a timely manner. 6. Feedback was obtained from committee members between meetings. 7. Program changes that resulted from advisory committee recommendations were documented. 8. Committee members completed a written evaluation of the effectiveness of committee activities.		Temple's personnel Development Advisory Committee held its first meeting on December 13, 1978. The Committee was formed on the basis of nominations from vocational education organizations and agencies. A matrix approach was used to assure that the Committee make-up reflected an appropriate mixture of constituencies (functionally, by vocational area, special groups such as handicapped or minorities, interests, etc.). The agenda and minutes of the last meeting were documented. There are 22 members on the Committee.

INSTITUTION: Temple University

PAGE NO. T-3

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $34,879

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Recruit prospective vocational teachers, with special emphasis on recruitment of minorities, of pre-service students, of in-service students for hard-to-fill teaching positions, and of females or males for male-or-female intensive teaching fields. Criteria: 1. Hard-to-fill teaching positions were identified. 2. Teaching fields with an under-supply status were identified. 3. The activities of the recruiter were documented. 4. An up-to-date list of recruits by occupational background and pre-service/in-service status was maintained.	In the recruitment area a faculty member and an assistant were committed to the recruitment of pre-service students, of in-service students in hard-to-fill teaching positions, and of females in male intensive fields.	Activity in this area has been quite extensive. Arrangements have been made with the Admissions Office so that the Center receives a monthly computerized report on the students that contact Admissions as a result of component efforts. Temple is using students in each Voc. Ed. Department as recruiting aides on visits to community colleges and AVT schools. The staff has outreached to unions (AFL-CIO Council, ILGWU) the Negro Trade Council, the retail clerks union, and women's groups (YWCA) and other local civic organizations. To date, they have made 50 recruitment visits and have had 300 direct inquiries.
OBJECTIVE: Coordinate the total vocational education advisement system. Criteria: 1. Advisement materials were prepared and/or updated. 2. Advisement policies and procedures were effective and efficient, as testified by a sampling of the advisees.	With regard to advisement, a commitment was made to coordinate an advisement system to include materials, policies and procedures.	The goal is to develop a general guide book for convening all program areas for use by faculty and during visits to AVT schools. This activity is underway but no draft materials were available as of January.

14

INSTITUTION: Temple University

PAGE NO. T-3 (cont'd.)

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $34,879

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Assist vocational education students to find professional positions. Criteria: 1. Communication with the placement coordinators of other Centers was of sufficient frequency, appropriateness, and timeliness to maintain an effective statewide placement network. 2. A record of all placements was kept.	For the placement aspect, Temple indicated it would generate and maintain a list of recruits by occupational background and pre-service/in-service status.	To date, 244 persons in 45 trade areas have been identified who: (1) applied for a certification program, (2) completed occupational competency exam, and (3) are not employed as full-time teachers. The plan now is to survey those people and have their responses on file.

INSTITUTION: Temple University

PAGE NO. T-4

ACTIVITY: Occupational Skills Workshops

FUNDING: $6,278

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct workshops to update and/or upgrade the occupational competencies of vocational teachers. Criteria: 1. Clients were involved in the identification of priority needs. 2. Cooperative planning with representatives of business and industry was documented. 3. At least two Occupational Skills Workshops were conducted and content was determined on a high-priority basis. 4. Coordination with the directors of Occupational Skills Workshops for other Centers was documented. 5. The workshops were developed on a regional or statewide basis, as appropriate. 6. The workshops were of sufficient duration to accomplish the stated objectives. 7. The workshops had an average enrollment of approximately 15 vocational teachers.	Temple is committed to two (2) Occupational Skills Workshops during the first funding year.	The first Occupational Skills Workshop is planned for the last week in February and will deal with Cosmetology. The component coordinator, Dr. Hunt, indicates that industry representatives will be involved. Temple also is planning two additional cosmetology workshops. A workshop in Computer Technology for Business Education is planned for late spring or early summer.

16

INSTITUTION: Temple University

PAGE NO. T-5

ACTIVITY: Outreach Courses

FUNDING: $88,250

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct courses off the main campus for full-time vocational educators, with emphasis on serving teachers who hold an intern certificate or a provisional vocational instructional certificate. **Criteria:** 1. The contracted number of outreach courses were conducted.	Temple has committed itself to conduct 40 outreach courses, 25 to be conducted by regular faculty and 15 by adjunct faculty.	During the fall term, 25 outreach courses in the areas of vocational education, industrial education, and business education were conducted. Sixteen courses are scheduled for the spring term (8 at the Ambler Campus and 8 in the Wilkes-Barre area). A breakdown regarding regular versus adjunct faculty has not been obtained. This will be determined on subsequent visits. It was pointed out to the evaluators during the site visits that the growth of Temple's competency-based programs (VITAL, MASTERY, etc.) has reduced the number of students available for the more traditional outreach courses and that this trend is expected to continue.

17

INSTITUTION: Temple University

PAGE NO. T-6

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $236,298

PERCENTAGE OF FULL FUNDING: 86%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based teacher education. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	The proposal basically addressed each of the criteria shown in the column at the left. The commitments made were in congruence with these criteria.	The commitments made in the proposal are not surprising inasmuch as the criteria specified by PDE are quite similar to the guidelines under which Temple's VITAL program had been operating as a formal university program prior to Center funding. Specific Progress 1. 217 students were served during the Fall semester, 1978. 2. The staffing pattern satisfied criterion No. 6. In addition to the field resource persons, there was a system coordinator, a staff trainer, three senior teacher educators, and 73 resident resource persons. 3. Written evaluations were obtained from 131 students, as of January. In general, the FBCBTE program at Temple is, not surprisingly, progressing as planned and proposed.

18

INSTITUTION: Temple University

PAGE NO. T-6 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $236,298

PERCENTAGE OF FULL FUNDING: 86%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 60 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided. 10. Students completed a written evaluation of the system.		

INSTITUTION: Temple University

PAGE NO. T-7

ACTIVITY: Field-Based, Competency-Based Leadership

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based component of a supervisory and administrative leadership development program. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in accessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	The proposal committed Temple to the following: 1. Recruitment/selection of trainees. 2. A program that provides experiences in a school environment. 3. A program that included relevant theory and problem-solution seminars. 4. On-site supervision, individualized feedback and competency assessment through field visitation and individual conferences. 5. Program evaluation.	It appears that excellent progress is being made in terms of proposal commitments. This may be in part due to the fact that two years of developmental effort on separate project funding had been accomplished prior to Center funding. Progress on Specific Activities/Criteria: 1. Currently 86 competencies have been agreed upon. This involved the inputs of 24-30 directors of vocational education. 2. 30 competency assessment instruments had been completed coming into 1978. Work is continuing on validation of other competency assessment instruments. Targetted for completion by summer. 3. 11 students currently enrolled in the pilot program. 4. Differentiated staffing-- - 8 different resident resource persons are involved. - 2 field resource persons involved. 5. As of January, each of the 11 students had earned 6 credits. 6. Delivery System-- - Generally, they have used 75% individual work and 25% group activities or a 50-50 split. Individual activities occur in professional role environment (criterion No. 4).

INSTITUTION: Temple University

PAGE NO. T-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Leadership

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 15 students were enrolled in the competency-based leadership development program. 9. Students completed a written evaluation of the program.		7. Student evaluations were obtained.

INSTITUTION: Temple University

PAGE NO. T-8

ACTIVITY: Tuition Differential

FUNDING: $70,000

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. Criteria: 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition rate. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	Temple agreed to the Tuition Differential component as specified by PDE and indicated that the agreement had been approved by the fee structure committee of the University.	For the period July 1, 1978 to December 30, 1978, a total of $36,900 in Tuition Differential had been earned. These figures were supplied by Dr. Rivell. 825 semester hour credits of enrollment were in courses for the Vocational I certificate and 651 were for the Vocational II certificate.

INDIANA UNIVERSITY VEPDC

The Center at Indiana receives outside funding for Center Coordination. Its Center funding is $109,736 ($14,954 for Client Feedback Activities; $30,864 for Recruitment, Advisement, and Placement; $52,968 for Field-Based, Competency-Based Teacher Education; $1,350 for Tuition Differential, and $9,600 for VTR Equipment.)

The Indiana Center seems ideally structured for operation and coordination of the Center concept, with full time staffing and direct lines of responsibility. It appears to have made significant progress in Center coordination in a short time. It was, we are told, approved at the end of January for the granting of vocational certificates. It is in the process of establishing a record-keeping system which should prove exceptionally efficient when implemented. The staff has described cooperative arrangements for accepting general education institutions and one with Pittsburgh for administration of the Trade Competency Test.

Under client feedback, Indiana has named an executive committee for its advisory committee, has established operating guidelines, and anticipates a full committee meeting in March. It is conducting the needs survey with a good return rate, data from which should be available in late spring.

Recruitment has been somewhat restricted--to the FBCBTE program which is the only current instructional activity operated by the Center. Staff feels that a basis for future recruiting is being solidly established. The Center is developing a computerized information system for advisement and placement which appears to have great promise for the future.

The Center has 14 students in its FBCBTE program leading to the Vocational I certificate, on six sites with nine resource persons using OSU materials. All

field-based components are said to be in place, including evaluation teams, and this component appears on target in terms of its objectives, including tuition differential for the 84 credits. (The goal for the year was 90 credits).

Indiana has purchased and deployed the VTR equipment for which it was funded.

The Indiana Center is comparatively new (probably an advantage), comparatively small (probably also an advantage), and well-positioned in the institutional structure (definitely an advantage). Its capacity in building efforts, its management, and its staff are impressive. Complete assessment of progress, however, must await the implementation of most of the components, notably those which will be heavily influenced by the computer system. A proposed and impending arrangement with Pittsburgh to split the western region for service will be another factor in the ultimate success of the Indiana Center--at the least in resolving uncertainties as to service detail delivery in the region.

Detailed worksheets for the funded activities at Indiana are to be found on the following pages.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-1

ACTIVITY: Center Coordination

FUNDING: Outside Funding

PERCENTAGE OF FULL FUNDING: 0%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocation student organizations was offered to both pre-service and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions:	Meet the 12 PDE criteria	Center coordination is an area for which Indiana State has received funding under a separate proposal. Based on the documentation displayed by the Indiana personnel, it would appear that Indiana has made significant progress toward meeting the criteria established for VEPD Centers. Indiana has established a system for record-keeping which will allow for easy access to information needed for reports, updates of long-range plans, and cost analyses of Center activities. At the end of January, Indiana was approved for the granting of vocational certificates, according to verbal assurances to the staff based on a site visit. Written confirmation of the approval was anticipated in the near future. The Indiana Center has developed formal cooperative arrangements for accepting general education clients from other Pennsylvania institutions, and an agreement with the University of Pittsburgh covering UP's administration of the trade competency tests. Comments: As with other areas examined at Indiana, the Center staff has done a thorough job of documenting plans and activities to this point; however, complete evaluation will of necessity await further implementation of the Center's plans.

25

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: Outside Funding

PERCENTAGE OF FULL FUNDING: 0%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year and final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties. OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.		

26

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-2

ACTIVITY: Client Feedback

FUNDING: $14,954

PERCENTAGE OF FULL FUNDING: 78.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Maintain effective communications with the PDE, Bureau of Vocational Education (Planning Division) and with the PDE, Bureau of Information Systems (Division of Educational Statistics). Criteria: 1. Communications with the aforementioned agencies were sufficient to access existing data. 2. Data gathered by Center staff complemented, but did not unnecessarily duplicate, existing data. OBJECTIVE: Conduct needs surveys to determine short and long term plan needs. Criteria: 1. Needs surveys were conducted. 2. A followup study of completers was conducted within the past five years. 3. Program adjustments resulting from needs surveys and followup studies were made. OBJECTIVE: Organize and maintain a personnel development advisory committee.	• The data generated by IUP's needs assessment will be shared with other Vocational Centers and higher education units in Western Pennsylvania. • Additional information needed for decision making on fundable activities will be identified. • A data collection system will be designed to be compatible with each institution's information retrieval system, if possible. • Areas of cooperation will be identified and responsibilities assigned. • Data collection will be shared with the IUP Advisory Committee. • IUP's program will be adjusted based on analysis and synthesis of results. • Information will be disseminated to IUP clients.	Indiana has undertaken two major activities in the area of client feedback. An executive committee for the Center's Advisory Committee has been established, and operational guidelines have been developed. Center personnel indicate that the Advisory Committee will be complete, and the first general meeting will take place by March of this year. In the area of needs assessment, Indiana is presently conducting a general needs and information survey of vocational education personnel in the western region of Pennsylvania. Center personnel indicate a return rate of approximately 33% (or about 900 responses) as of the end of January. Data from this survey were described as being assembled and collated as of that time with analysis to follow immediately, and be completed in late spring. Comment: From all indications, Indiana appears to be on schedule with these activities as described. Substantive evaluation awaits full implementation of the activity areas, and should be possible in June.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-2 (cont'd.)

ACTIVITY: Client Feedback

FUNDING: $14,954

PERCENTAGE OF FULL FUNDING: 78.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
Criteria: 1. Guidelines for operating the committee were developed. 2. A directory of committee members was produced. 3. Committee membership included practitioners and students representing each of the approved vocational certification programs. 4. Committee and sub-committee meetings were held as frequently as necessary. 5. Agendas and minutes of each committee meeting were produced and distributed in a timely manner. 6. Feedback was obtained from committee members between meetings. 7. Program changes that resulted from advisory committee recommendations were documented. 8. Committee members completed a written evaluation of the effectiveness of committee activities.		

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-3

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $30,864

PERCENTAGE OF FULL FUNDING: 88.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Recruit prospective vocational teachers, with special emphasis on recruitment of minorities, of pre-service students, of in-service students for hard-to-fill teaching positions, and of females or males for male-or-female intensive teaching fields. Criteria: 1. Hard-to-fill teaching positions were identified. 2. Teaching fields with an under-supply status were identified. 3. The activities of the recruiter were documented. 4. An up-to-date list of recruits by occupational background and pre-service/in-service status was maintained. OBJECTIVE: Coordinate the total vocational education advisement system. Criteria: 1. Advisement materials were prepared and/or updated. 2. Advisement policies and procedures were effective and efficient, as testified by a sampling of the advisees.	• Initiate manangement system to aid in program promotion, student recruitment, advisement and placement. • Develop brochures. • Develop newsletter. • Recruit students in hard-to-fill teaching areas. • Develop computerized advisement system involving personal counseling sessions. • Maintain placement file. • Supply list of possible employers.	In the area of recruitment, Indiana State activities have been limited, since the major funded instructional activity involved only a pilot FBCBVTE group of 14 students. However, the Center has laid a foundation for the future in the area of recruitment through personal contact, needs survey contact, and general information provided in the newsletter. The staff feels strongly that the Center and its activities are becoming known in the western region. Indiana has placed its greatest efforts under this category in the areas of advisement and placement. In each case, the key is Indiana'a computer management information system. When fully functional, this system will take the names of qualified teachers who are seeking employment and match them with current job openings. As a result of the needs survey currently being conducted, Indiana has identified over 300 individuals who wish to be in their placement system. This information is being stored in the system at the present time. In the area of advisement, Center personnel have begun the development of concise and directed advisement information sheets. This software, combined with Indiana's computer system, should allow for sufficient directed guidance of individuals already involved in the IUP program as well as those considering entering into the program.

29

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-3 (cont'd.)

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $30,864

PERCENTAGE OF FULL FUNDING: 88.5%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Assist vocational education students to find professional positions. Criteria: 1. Communication within placement coordinators of other centers was sufficient to maintain an effective statewide placement network. 2. A record of all placements was kept.		Comment: Based on the documentation shown during the last visit to the Center, the development of their advisement and placement systems seems well advanced. Since the systems are in the capacity-building stage, and are not yet fully functional, further assessment will need to wait implementation.

30

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-4

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $52,968

PERCENTAGE OF FULL FUNDING: 22%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based teacher education system. Criteria: 1. Competencies to be domonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	• Prepare 15-20 students for Vocational I certification. • Use up to three sites. • Develop and test an eight-component delivery system. . The use of PVTE modules from NCVER/OSU to deliver the content. . The use of school resource persons to assist intern teachers in completion of competencies for the Vocational I certificate. . The use of video tape equipment to provide feedback and evaluation of classroom intern teacher performance. . The use of a council of educators to evaluate assessment of competencies by intern teachers . The use of a field resource person to coordinate delivery of instruction and evaluation of IT performance. . The use of a field resource person to identify and train school resource persons.	As of January 25, 1979, Indiana had 14 students enrolled in their FBCB program leading to a Vocational I certificate. This field-based program is functioning in six sites within the western Pennsylvania region and makes use of nine resource persons who were trained under separate funding last year. Selected OSU modules are being used in this program. Although this program is in its beginning stage, Indiana's planning documentation indicates (1) a computer information system which will provide for both record-keeping and advisement; (2) a system for collecting baseline data from the field; (3) an evaluation team made up of field resource persons, school resource persons, Indiana State personnel, and teacher educators; and (4) plan for the use of video tape as an integral element in the evaluation process. Comment: In this area, Indiana appears to be on schedule in implementing their proposed objectives. The effectiveness of the planning and of the computer management system can be better determined as the system becomes functional. Indications are that the field-based processes are in place and that the OSU materials will be used.

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-4 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $52,968

PERCENTAGE OF FULL FUNDING: 22%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 60 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided. 10. Students completed a written evaluation of the system.	. The use of a field resource person to identify alternative delivery systems. . Equip test sites with hardware and software needed for successful completion of the performance elements. • Develop and test a five-component management system: . A computerized list of competencies. . A computerized record-keeping system for competencies administered and accomplished. . Collection of baseline data. . Design of data collection forms and procedures. . Design a computerized program of studies. • Identify and train school resource persons (special project funding). • Meet criteria 1-7 and 9. • Meet criterion No. 8 as modified above.	

32

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-5

ACTIVITY: Tuition Differential

FUNDING: $1,350

PERCENTAGE OF FULL FUNDING: 2%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. Criteria: 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition rate. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	Provide a tuition differential of $15 per credit hour for 15 students for six credits each. (90 credit hours total.)	Indiana State presently has 14 students enrolled for six credit hours each in their FBCBVTE program. Staff assures that the tuition differential is being provided for these students, meeting this goal for all practical purposes (93.3%).

33

INSTITUTION: Indiana University of Pennsylvania

PAGE NO. I-6

ACTIVITY: Purchase of VTR Equipment

FUNDING: $9,600

PERCENTAGE OF FULL FUNDING: % N.A.

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Purchase and deploy VTR equipment.	Purchase and deploy VTR equipment.	Five VTR components purchased and deployed. Invoices observed by evaluators (totaling $9,605).

34

UNIVERSITY OF PITTSBURGH VEPDC

The Pittsburgh Center is funded for $209,528 ($30,000 for Center Coordination; $5,000 for Client Feedback; $18,791 for Student Recruitment, Advisement, and Placement; $51,276 for Outreach Courses; $35,785 for Field-Based, Competency-Based Leadership Development; $23,676 for Field-Based, Competency-Based Preparation of Advisers of Vocational Student Organizations; and $45,000 for Tuition Differential).

Under strong leadership, the Center at Pittsburgh is taking shape in the face of substantial administrative difficulty. Its institutional relationship appears awkward, drawing staff part-time from several disciplines without evidence of top-down institutional rewards to faculty for field-based as opposed to more traditional "scholarly" activities. A long-range course plan to meet in-service and pre-service five-year certification needs was evidenced, certification procedures as described seem more than adequate. AVSO is a strong (funded) component, and there is evidence of commitment to cooperative arrangements with other institutions. Record-keeping seems mixed, with excellent records in some activity areas and others where documentation does not appear to do justice to the activities described by staff. (Recommendations were made to staff in these areas.) Much uncertainty exists as to the role of the Center in the institution and in the region; some of this may be alleviated if a proposed agreement with Indiana for designated service areas is signed. The overall impression gained by the AEL team was that much is being accomplished, and that Center direction is excellent in view of the circumstances. During the February-June period, if regional responsibilities and other regional issues are clarified, much should be determined about the future of the Center at Pittsburgh.

Under client feedback, the Center is concentrating on development of an advisory committee--on which substantial progress has been made and documented. Several names were presented in evidence, and the committee should be in full implementation before the year ends, on schedule.

Staff indicate substantial activity in the areas of recruitment, advisement and placement. Perhaps the best characterization of these activities would be "effective but informal." Staff relies on previous contact and knowledge of the region (and past practice) borne of experience. This methodology is undoubtedly effective, particularly for current needs and conditions, but cannot be described as a "system." Documentation of current activities (suggested to the staff during the visit) should provide evidence of the meeting of the goals in these areas.

Indications are that the outreach courses well exceed the number projected, but the minimum numbers per course is an issue that Pitt feels should be reconsidered (as do other institutions).

FBCB leadership development appears to be ahead of the schedule (in terms of courses and enrollees) given in Pitt's proposal. The development of competencies, however, is in a self-described "state of flux." This is an area to which more attention will be devoted in subsequent visits.

The FBCB approach to preparing AVSO's appears to be on schedule and well documented.

Tuition differential expenditures are well ahead of the projected schedule for the year.

Overall, the Pittsburgh Center shows good progress in many areas of funded activity--some well documented and some not yet documented. There appears to be the basis and the capability for implementation of the total Center concept, once several major issues (e.g., regional responsibility for needs assessment

and service delivery, different institutional operating standards and procedures, criteria for establishing outreach courses, different impact of tuition differential on enrollment) are resolved.

More detailed worksheets for the funded activities at the University of Pittsburgh are to be found on the pages which follow.

INSTITUTION: University of Pittsburgh

PAGE NO. P-1

ACTIVITY: Center Coordination

FUNDING: $30,000

PERCENTAGE OF FULL FUNDING: 64%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocational student organizations was offered to both pre-service and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions:	• Manage the Center in line with the 12 PDE criteria	The Center at Pitt operates under a structure in which different faculty members are responsible for the various funded elements in the Center's plan. The Center's long-range plan remains essentially unchanged at this time. A factor which might eventually affect this long-range plan is the present negotiations between Indiana and Pitt over the division of territory each will serve with their outreach courses. Pitt hopes to accomplish a general updating of the plan in April of 1979. Based on observation, it appears that adequate records are being kept for Center operation. Cost analysis of Center activities is being accomplished by what may be described as an informal system. In the area of cooperative arrangements, Pitt has a formal agreement with Indiana to administer the Trade Competency Test for them. Pitt also has verbal agreements with California State and Waynesburg College for the acceptance of credits toward Vocational Education Certification. The process of certification at Pitt appears to be effective. According to Center personnel, the average time required to process a certificate request at Pitt, when the application is complete and contains no other problems, is less than one week.

INSTITUTION: University of Pittsburgh

PAGE NO. P-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: $30,000

PERCENTAGE OF FULL FUNDING: 64%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year and final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties. OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.		Comment: In general, the coordination of the Center seems to be effective and efficient. Two areas in which the Center might place additional effort to increase the formality of their processes are: (1) cost analysis (2) cooperative arrangements It was also recommended during the site visits that documentation of all funded activities could assist the Center to present their activities in a way more consistent with the PDE objectives than they might otherwise appear.

39

INSTITUTION: University of Pittsburgh

PAGE NO. P-2

ACTIVITY: Client Feedback

FUNDING: $5,000

PERCENTAGE OF FULL FUNDING: 26%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Maintain effective communications with the PDE, Bureau of Vocational Education (Planning Division) and with the PDE, Bureau of Information Systems (Division of Educational Statistics). Criteria: 1. Communications with the aforementioned agencies were sufficient to access existing data. 2. Data gathered by Center staff complemented, but did not unnecessarily duplicate, existing data. OBJECTIVE: Conduct needs surveys to determine short and long term plan needs. Criteria: 1. Needs surveys were conducted. 2. A followup study of completers was conducted within the past five years. 3. Program adjustments resulting from needs surveys and followup studies were made. OBJECTIVE: Organize and maintain a personnel development advisory committee.	• Share information with PDE, BVE, BIS • Meet the PDE criteria (1-2 at left) • Conduct a needs survey • Re-examine goals and objectives • Analyze data systematically • Meet PDE criteria (1-3 at left)	The major activity being undertaken in this area by Pitt is the organization of an advisory committee. At the present time, Pitt has established an advisory committee of 30 members representing a broad cross-section of stakeholders in Western Pennsylvania. This group has met twice, with one more meeting scheduled for the spring. Sub-committees of the larger group are also active. Guidelines for committee operation, a listing of committee members and minutes from the October meeting were produced for inspection. Comment: According to the Pitt faculty, the only element under client feedback for which they were funded was the establishment of the advisory committee. In this area Pitt appears to be on schedule. A second element, a needs survey, seems to have generated some problems at Pitt. First, Pitt did not conduct a needs survey of their own for Western Pennsylvania. Second, the information from the Indiana survey and the VEMIS document, according to the Pitt faculty, did not provide the input needed to project short-and long-range client needs. Since this needs survey is critical to the projection of the Center's goals, it would seem advisable that Pitt consider including their own needs survey as part

INSTITUTION: University of Pittsburgh

PAGE NO. P-2 (cont'd.)

ACTIVITY: Client Feedback

FUNDING: $5,000

PERCENTAGE OF FULL FUNDING: 26%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
Criteria: 1. Guidelines for operating the committee were developed. 2. A directory of committee members was produced. 3. Committee membership included practitioners and students representing each of the approved vocational certification programs. 4. Committee and sub-committee meetings were held as frequently as necessary. 5. Agendas and minutes of each committee meeting were produced and distributed in a timely manner. 6. Feedback was obtained from committee members between meetings. 7. Program changes that resulted from advisory committee recommendations were documented. 8. Committee members completed a written evaluation of the effectiveness of committee activities.	• Meet the PDE criteria (1-8 at left)	of their proposal for next year, unless a cooperative needs survey with Indiana can be generated.

41

INSTITUTION: University of Pittsburgh

PAGE NO. P-3

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $18,791

PERCENTAGE OF FULL FUNDING: 54%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Recruit prospective vocational teachers, with special emphasis on recruitment of minorities, of pre-service students, of in-service students for hard-to-fill teaching positions, and of females or males for male-or-female intensive teaching fields. Criteria: 1. Hard-to-fill teaching positions were identified. 2. Teaching fields with an under-supply status were identified. 3. The activities of the recruiter were documented. 4. An up-to-date list of recruits by occupational background and pre-service/in-service status was maintained. OBJECTIVE: Coordinate the total vocational education advisement system. Criteria: 1. Advisement materials were prepared and/or updated. 2. Advisement policies and procedures were effective and efficient, as testified by a sampling of the advisees.	• Identify hard-to-fill teaching positions • Identify low-supply teaching field • Develop and distribute brochures and flyers • Reinstitute and disseminate newsletter • Identify and recruit potential teachers from business and industry • Meet the PDE criteria (1-4 at left) • Revise program-of-study sheets for each program • Develop system of policies and procedures for advising pre-service students • Develop system of policies and procedures for advising in-service students • Develop system of policies and procedures for advising off-campus students • Meet the PDE criteria (1-2 at left)	In the area of recruitment, the Pitt faculty has undertaken several formal and informal activities. The Pitt Notes and printed brochures have been developed and distributed in Western Pennsylvania to persons in that region with the programs and opportunities currently offered. Recruitment is accomplished informally through personal contacts in the field, through advisory group contacts, and at district meetings. The determination of needs as it applies to recruitment is accomplished informally through need requests from the field and through faculty insight as to existing job potentials. Advisement is primarily controlled by the policy statements in the University Catalog. Recently, advisement sheets for specific programs were revised. Placement is accomplished by simply supplying several names of qualified persons upon the request from a school administrator. Comment: Although much of the procedure at Pitt seems to be of an informal nature in this area, the Pitt faculty seems comfortable with it and feel that these systems are generally effective.

INSTITUTION: University of Pittsburgh

PAGE NO. P-3 (cont'd.)

ACTIVITY: Recruitment, Advisement and Placement

FUNDING: $18,791

PERCENTAGE OF FULL FUNDING: 54%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Assist vocational education students to find professional positions. Criteria: 1. Communication within placement coordinators of other centers was sufficient to maintain an effective statewide placement network. 2. A record of all placements was kept.	• Identify one staff member as placement coordinator • Establish communications with all VE programs in Western Pennsylvania • Develop placement and record-keeping system	An area where Pitt might place additional emphasis in the future is that of determining the needs of Western Pennsylvania for the purposes of recruitment. This could be accomplished in a needs survey conducted under "Client Feedback." Also, since Pitt's proposal calls for a placement coordinator, it is recommended that such a person be appointed in the near future.

INSTITUTION: University of Pittsburgh

PAGE NO. P-4

ACTIVITY: Outreach Courses

FUNDING: $51,276

PERCENTAGE OF FULL FUNDING: 58%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct courses off the main campus for full-time vocational educators, with emphasis on serving teachers who hold an intern certificate or a provisional vocational instructional certificate. Criteria: 1. The contracted number of outreach courses were conducted.	• Total vocational faculty involved • Center Objectives . Develop master schedule geared to four-year certificate process . Select adjunct faculty . Conduct orientation session for adjunct faculty above . Conduct orientation session for intern and beginning teachers . Organize register process for off-campus course work . Integrate CBTE modules into the outreach courses . Identify and orient RP's to assist in use of CBTE modules . Utilize existing Advisory Committee for continuing input . Meet PDE criterion at left • Conduct 18 outreach courses	According to the information presented, a total of 26 outreach courses were held to serve teachers already having an intern or provisional certificate. With the exception of four courses conducted by adjunct faculty, all were taught by regular Pitt faculty. The final number of courses for the winter term is not yet firm and the spring schedule is only projected. What, when, and where courses will be offered as part of a five-year master schedule which is intended to allow the student to pursue upgrading of certification with minimal difficulty. Comment: Based on the number of courses offered during the fall and the number projected for the winter and spring terms, it would seem that Pitt will exceed the number of outreach courses which would be expected based on funding. A major concern is the number of students per course. Based on the enrollment sheets observed, they frequently fall well below 15 students per class. Since the Pitt faculty feels that these courses still need to be offered, even when enrollment is below 15 students per class, it seems an enrollment compromise is needed. One possible suggestion in this area is that funding be based on the number of qualifying students taking outreach courses, rather than the number of courses having a minimal number of students.

44

INSTITUTION: University of Pittsburgh

PAGE NO. P-5

ACTIVITY: Field-Based, Competency-Based Leadership Development

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based component of a supervisory and administrative leadership development program. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	• Prepare persons for director of vocational education certificate (Ms.Ed.) . Recruit (during autumn trimester) . Select 15 candidates plus 5 alternates (using preselected criteria) • Five sequential components . Pre admission--admission (autumn semester 1978-79) . Pre-entry workshop (pre-assessemnt) (two week) (summer 79) . Course work/competency development by candidates (autumn 1979) . Summer workshop 1980 . Intern component fall-winter 1980-81 • Meet PDE criteria 1-9 at left • 92 competencies to be assessed (1-5 on left)	According to the Pitt faculty, there are 15 individuals presently involved in their program leading to a Director of Voc. Ed. Certificate. This program is, at the present time, a blend of course-structured instruction and individual internships. A syllabus examined lists a number of statements under the title competencies; however, in discussion of this area, it was explained that the competencies to be included in the program are presently in a state of flux. Comment: In general Pitt seems to be well ahead of its project goals for this part of the Center concept. Two possible weaknesses which appear are: The need for solidification of the competencies to be required for the directors certificate and the development of materials which might more easily allow for field-based, competency-based progression. This comment is intended as a suggestion for the future rather than a criticism. Based on the proposal, as AEL interpreted it, Pitt appears to be a year ahead on this activity.

INSTITUTION: University of Pittsburgh

PAGE NO. P-5 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Leadership Development

FUNDING: $35,785

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 15 students were enrolled in the competency-based leadership development program. 9. Students completed a written evaluation of the program.		

INSTITUTION: University of Pittsburgh

PAGE NO. P-6

ACTIVITY: Field-Based, Competency-Based Advisers for Student Organizations

FUNDING: $23,676

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based approach to preparing advisers of vocational student organizations. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time of course completion. 6. Differentiated staffing was used, with one resource person employed for every 6-10 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	• Strong field-operated program . Personal contact with vocational administrator and his administration . Personal contact through in-service progress and field visits/vocational teachers . Use of "H" series of Ohio State Modules (1-5 at left) . Provide in-service assistance to users of Modules . Provide backup and resource materials to users . Field-based assistance with VSO's as requested . School-based . Conferences, etc. . Publications . Meet PDE criteria (1-9 at left)	During the fall term, Pitt had 13 students involved in this field-based, competency-based program. The exact number for the winter term is not yet firm, but the number is expected to be about equal to that of the fall. Students in this program are using the "H" series of modules developed at Ohio State. Support and assistance is being provided through the use of four teaching assistants who act both as resource persons and trainers of resource persons. The variety of assistance and activities is documented by the field reports submitted by the TA's. The faculty of Pitt is also actively involved in district student organization meetings. Comment: Pitt is on schedule in this area. However, no formal survey has been undertaken to determine the potential clientele for this program. Although this is not an activity called for within the proposal, it is an activity which might be considered for inclusion in a future proposal.

47

INSTITUTION: University of Pittsburgh

PAGE NO. P-6 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Advisers for Student Organizations

FUNDING: $23,676

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 30 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided.		

INSTITUTION: University of Pittsburgh

PAGE NO. P-7

ACTIVITY: Tuition Differential

FUNDING: $45,000 ($25/credit)

PERCENTAGE OF FULL FUNDING: 66%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. Criteria: 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition fee. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	• Offer selected courses at $25 differential . Voc II certificate . Voc I for interns • Eligible students . Part-time vocational . Pennsylvania residents • Generate 1800 qualified credit hours	Based on the information presented, it would appear that by the end of this fiscal year, the number of qualifying credit hours for which Pitt is giving a tuition rebate will exceed the 1800 for which they have been funded. Comment: If the trend projected by the data from the fall is correct, then Pitt will need to develop a system for projecting, with greater accuracy, the tuition differential funding requests for the future.

PENNSYLVANIA STATE UNIVERSITY VEPDC

The Center at Penn State is funded for $499,403 ($45,420 for Center Coordination; $9,324 for Orientation of Vocational Intern Teachers; $28,154 for Field Assistance to Beginning Teachers; $14,205 for Pedagogical Skills Workshops; $6,278 for Occupational Skills Workshops; $164,636 for Outreach Courses; $171,512 for Field-Based, Competency-Based Teacher Education; $51,400 for Tuition Differential; and $8,474 for VTR Equipment).

Because the Center at Penn State crosses two colleges (Agriculture and Education), has changed leadership, and has widely-spread staffing, it is at once harder to manage and harder to assess than at other Centers. Out of perceived necessity, the two organizations operate differently for most funded activities. No coordinated long-range plan for single-center operations across the two divisions was in evidence at the time of the visits, and it has been difficult to reach all of the staff during the visits (even with supplementation by considerable telephone followup). More time will be allocated for subsequent visits, in an attempt to resolve the difficulties.

Orientation of vocational intern teachers has changed hands during the year, and little information on progress has been available.

Field assistance to beginning teachers appears to be excellent and is well documented. Agricultural Education serves the entire state and Vocational Education the central region.

Agricultural Education combines the occupational and pedagogical workshops and, it appears, will meet their objective in this matter. Vocational Education plans its pedagogical workshop activities for the summer of 1979; its occupational skills workshop activity seems very well coordinated. It should meet its goals in these areas without difficulty, based on staff assessment of progress.

Penn State proposed to conduct 65 outreach courses during the year; 51 have been documented to date and more than the remaining 14 have been scheduled. (Vocational Education people at Penn State also question the minimum number of 15 enrollees per course as a criterion; perhaps this should be reexamined.)

Under FBCBTE, Penn State has a large number of competencies under development and review (some different from those in the OSU materials). In the Agricultural and Vocational Education areas, they are being integrated into course structures; home economics reportedly has a substantial number of competencies under development, with none implemented as yet. This is a large activity at Penn State, which requires a high priority and much more thorough review by the evaluation team during subsequent visits.

The Center has identified 28 courses in which participants are eligible for the tuition differential. Actual numbers of credit hours were not determined during the visit, and will be a priority for the next visit.

The funds for VTR acquisitions were split evenly between the two divisions. At the time of the second visit, the Vocational Education staff was considering alternative equipment proposals; this position of the Agricultural Education portion of the funds is,at this time,undetermined.

Generally, Center management at Penn State seems to be making good progress under very difficult circumstances. Ongoing course work and other areas within the experience of staff members are very ably conducted. Some of the newer activities associated with the Center concept, and their organizational requirements, are less certain of achievement.

Detailed worksheets for the funded activities at Penn State follow.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-1

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Manage the resources and activities of the Center. Criteria: 1. A long range plan that includes needs assessment data and that projects Center objectives and activities at least four years ahead was developed and followed. 2. All Pennsylvania Department of Education (PDE) contracted Center services were provided. 3. Records were kept to facilitate decision making and the compilation and submission of PDE reports. 4. A cost analysis of each fundable activity was conducted during the first year that the Center administered the activity. 5. Certification requests and professional certificates were processed accurately and expediently, as testified by the recipients. 6. An instructional program on organizing and advising vocational student organizations was offered to both preservice and in-service students. 7. The Center plan included a proposed strategy of initiating formal cooperative arrangements with higher education institutions:	The PSU proposal, under administration, identifies the unique structure of the Center at PSU and its relationship to the two colleges and four departments which comprise it. Although the proposal does not address the specific criteria listed at the left, it incorporates them by reference in its list of objectives as required by PDE for Center funding.	PSU has participated in cooperative planning with PDE and other Centers related to long-range Center funding. No simple long-range plan across colleges and departments appears to exist at this time for PSU. The Agricultural Education Department has an in-place needs assessment process geared to statewide committees of teachers and other educators. The various departments under DOVS are proceeding with needs analysis in accordance with their proposal, although documentation by AEL is limited because of unavailability of key personnel at the time of the visits. (This will be a priority item for subsequent visits). A cost analysis has been performed and was available to AEL. (It was being discussed with PDE at the time of the January visit). Center staff assure AEL that certification requests are handled quickly and efficiently, although circumstances of the second visit prevented examination of documents. The activities associated with criteria No's. 6 and 7 are not funded under Center funding at PSU, which has applied for special funding for cooperative arrangements and has assigned a senior staff member the responsibility for it. Center coordination at PSU, which has been difficult to assess due to changes in administration, staff changes, fragmentation and circumstances at time of visitation,

INSTITUTION: Pennsylvania State University

PAGE NO. PS-1 (cont'd.)

ACTIVITY: Center Coordination

FUNDING: $45,420

PERCENTAGE OF FULL FUNDING: 100%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
a. information regarding the opportunity to enter into formal cooperative arrangements with the Center was disseminated to higher education institutions; b. Center administrators negotiated in good faith with representatives of other higher education institutions to enter into formal cooperative arrangements. 8. Mid-year and final reports on Center activities were completed and submitted in a complete, accurate, and timely manner. 9. Center services were evaluated by clients and unbiased third parties. OBJECTIVE: Cooperate with PDE staff to maintain an effective state vocation education personnel development system. Criteria: 1. A Center representative participating on the Pennsylvania Vocational Teacher Education Advisory Committee and appropriate sub-committees. 2. A representative of the Center participating, upon request, in PDE-sponsored meetings. 3. A reasonable effort was made to honor informal PDE requests for information.		(e.g., weather) will be a high priority item for the next rounds of visits. Center staff assures AEL that the three criteria are being met. The Center director serves on the PVTE Advisory Committee and is listed on the Committee rolls. Documentation was provided on numerous meetings attended in Harrisburg by staff members at the request of PDE.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-2

ACTIVITY: Orientation of Intern Teachers

FUNDING: $9,847

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Plan and organize orientation workshops for inexperienced vocational teachers. Criteria: 1. Workshops for vocational teachers with less than one year of teaching experience were planned, organized and conducted prior to the opening of schools. 2. Consultation that took place with orientation workshop directors from other Centers was documented. OBJECTIVE: Conduct workshops for inexperienced vocational teachers. Criteria: 1. Eligible vocational teachers were given a reasonable opportunity to participate, as evidenced by the distribution and timing of the publicity and by the timing and location of the workshops. 2. Each workshop was of sufficient length to accomplish the state objectives. 3. Each workshop was conducted prior to the start of the school year. 4. Each workshop emphasized the development of competencies that are common to and appropriate for all beginning vocational teachers.	In this area, the PSU proposal addressed itself to vocational intern teachers only (no Ag. Ed. or Home Ec.). This was in line with budget allocations. No reference was made in the proposal with respect to coordination with other Centers. The workshop emphasis relates to "mastering or awareness" of skills vital to teaching. This approach seems to correlate with the PDE criterion dealing with an emphasis on competencies.	The responsibility for this component changed hands during the current year. At the beginning of the year, Dr. Adelman coordinated this component. During the summer of 1978, an orientation workshop was conducted at the University Park campus. Dr. Adelman had responsibility for its planning and implementation. Subsequent to this workshop and prior to AEL staff visits, Dr. Adelman left the University. Formal assignment of responsibility for this component has not been made. It is AEL's understanding that Mr. Detweiler is acting in that capacity on an interim basis. This situation, in conjunction with the absence of Mr. Detweiler during the AEL January visit, has prevented AEL from verifying all activities (e.g., documentation of workshop evaluations). This information will be obtained in subsequent visits along with planning information for next year's workshop.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-2 (cont'd.)

ACTIVITY: Orientation of Intern Teachers

FUNDING: $9,847

PERCENTAGE OF FULL FUNDING: 95%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Evaluate the orientation workshops conducted for inexperienced vocational teachers. Criteria: 1. Workshop participants completed an evaluation at the conclusion of each workshop. 2. Workshop participatns completed a followup evaluation at an appropriate time following each workshop.		

INSTITUTION: Pennsylvania State University

PAGE NO. PS-3

ACTIVITY: Field Assistance to Beginning Teachers

FUNDING: $28,154

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Provide professional field assistance to first-year teachers. Criteria: 1. Resource persons were identified and charged with this responsibility. 2. Each resource person maintained a record of assistance provided. 3. Toward the close of each school year, first-year teachers completed a written evaluation of field assistance received.	The Center proposal addressed this component on a tripartite basis. Agriculture Education-- The proposal spoke to a single workshop held in the summer. This is followed by continuing assistance during the school year from university faculty or qualified teachers in the students' area. Vocational Education-- The proposal calls for a fall workshop aimed at identifying new teacher needs and a followup workshop to provide assistance. In addition, visits to new teachers are to be conducted during the first year. Home Economics-- The Home Economics plan calls for a "career partner" for each beginning teacher to provide assistance during the year. It was estimated that 20 new teachers would be involved during the first year.	Agriculture Education In November, five regional seminars were held for beginning/intern teachers.. These were evening seminars. Each new teacher was assigned a master teacher who will visit and work with the new teacher at least three times during the year. The assistance is coordinated by a regular faculty member (Bob Martin). Similar seminars are planned for the spring. Vocational Education The field assistance component has dealt with 38 teachers to date this year. These teachers are either new or second year teachers. Included in these 38 are 13 students in Lancaster who are part of a pilot competency-based program. Each student is visited on a weekly basis for one hour. The component is staffed by two regular faculty members and a graduate assistant (in the summer). On the average the students earn two credits per term. The program is administered through the College of Continuing Education. Home Economics This component is directed by Dr. Eloise Murray. As of February, the career partner concept is still in the process of being established. A survey is being conducted to identify the target population.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-4

ACTIVITY: Pedagogical Skills Workshops

FUNDING: $14,205

PERCENTAGE OF FULL FUNDING: 96%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct workshops to update and/or upgrade the pedagogical competencies of vocational educators. Criteria: 1. Client involvement in the planning of each workshop was documented. 2. At least three workshops were conducted and content and target group was determined on a high-priority basis. 3. Teacher workshops had an average enrollment of approximately 25 or more vocational teachers at each location. 4. Workshops for coordinators, supervisors, directors and cooperative education instructors had an average enrollment of approximately 25 or more vocational educators.	Each of the three "divisions" (Agriculture Education, Vocational Education, and Home Economics) proposed to conduct a pedagogical skills workshop.	Agricultural Education (See Occupational Skills Workshop) This department indicates that it combines the pedagogical and occupational skills workshops, claiming that this is more appropriate for Agricultural Education. The workshop conducted last summer involved 25 students. It seems that clarification is needed in this area (Ag. Ed.) in terms of the acceptability of this approach. Vocational Education A pedagogical skills workshop is being planned for this summer for the Altoona vocational teachers. The exact date has not as yet been set. More definite information should be available at the time of the next site visit.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-5

ACTIVITY: Occupational Skills Workshops

FUNDING: $6,270

PERCENTAGE OF FULL FUNDING: 93%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct workshops to update and/or upgrade the occupational competencies of vocational teachers. Criteria: 1. Clients were involved in the identification of priority needs. 2. Cooperative planning with representatives of business and industry was documented. 3. At least two occupational skills workshops were conducted and content was determined on a high-priority basis. 4. Coordination with the directors of occupational skills workshops for other Centers was documented. 5. The workshops were developed on a regional or state-wide basis, as appropriate. 6. The workshops were of sufficient duration to accomplish the stated objectives. 7. The workshops had an average enrollment of approximately 15 vocational teachers.	Agricultural Education and Vocational Industrial Education proposed one occupational skills workshop each.	Agricultural Education Separation of occupational and pedagogical skills workshops runs contrary to the philosophy of this department. They indicate that they combined these two in a workshop conducted last July for 25 students. The areas addressed included: chain saws, welding, small gas engines, dairy livestock, and agronomy. Two private companies were involved in the conduct of the workshop. One was an Altoona welding company and the other was Tecumseh Engineering (who provided expertise in small gas engines). The other topics were addressed by PSU staff. Vocational Industrial Education There is documented evidence that PSU coordinated its proposed workshop with the other centers. A workshop is planned for June 11-15 at the conference center at University Park. The topic will be Micro-Electronics. Three private organizations are cooperating: (1) Techtronics, (2) Sony, and (3) the Aerospace Education Foundation. Mr. Gerald Funk is responsible for coordinating this activity.

INSTITUTION: Pennsylvania State University

PAGE NO. P-6

ACTIVITY: Outreach Courses

FUNDING: $164,636

PERCENTAGE OF FULL FUNDING: 91% (combined with FBCBTE)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Conduct courses off the main campus for full-time vocational educators, with emphasis on serving teachers who hold an intern certificate or a provisional vocational instructional certificate. Criteria: 1. The contracted number of outreach courses were conducted.	The Center proposed to conduct 67 outreach courses during the year. No specification was made regarding divisional or departmental offerings (i.e., Ag. Ed., Voc. Ed., Home Ec.). The number given coincides with the number offered during 1977-78.	The number of outreach courses provided during the summer, fall and winter terms is fifty-one (51). It is anticipated that more than 16 will be offered during the spring term.

INSTITUTION: Pennsylvania State University

PAGE NO. PS-7

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91% (combined with outreach courses)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Administer a field-based, competency-based teacher education system. Criteria: 1. Competencies to be demonstrated by each student were identified and made public to the student. 2. Criteria to be used in assessing each specific competency was stated and made public to the student. 3. The instructional system focused upon development and evaluation of the specified competencies. 4. Assessment of the student's competency uses his/her performance in the professional role as the primary source of evidence. 5. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion. 6. With regard to field-based activities, one field resource person was employed for every 15-20 students. 7. Faculty members participated continuously in the evaluation of competencies and in concomitant special advisement activities.	In the section of the PSU proposal entitled "Analysis of the Problem" descriptions are given for the approach to competency based teacher education for the three units (Ag. Ed., Voc. Ed., and Home Ec.). Although the three approaches vary along specific dimensions (i.e., number of competencies, specification of competencies, theoretical bases, etc.) there is commonality with regard to the application of the competencies. That is, each group is attempting to fit the competencies into the divisional or departmental course structure. It should be noted that the descriptions provided for Ag. Ed. does not make reference to a field-based program and the Home Ec. description makes reference to a field-based model in remote geographical areas. Voc. Ed. also makes specific reference to criteria No's. 4 and 5. However, in each case they modify the criterion with an additional phrase. To	Agricultural Education This department is in the process of identifying and validating the competencies to be included in its program. They report that over 200 competencies are involved in the validation process. Although some are still in draft form and unavailable, documents were obtained which identified 125 competencies in five areas, some of which have been validated. They have identified the courses into which competencies may be inserted and have used these competencies as part of some courses on a trial basis. It appears that the competency/course match awaits final validation of the competencies. Some questions are yet to be answered in terms of the adherence of the Ag. Ed. approach to the conditions of criterion No. 5. Vocational Education Documents were obtained which showed that this component has developed an extensive set of competencies, some based on the Ohio State model but many others being uniquely developed. Currently, a pilot FBCBTE program is being conducted in the Lancaster area by Mr. Detweiler. This pilot is scheduled for completion by the end of the spring term. Given that this is a viable FBCBTE program, it appears that the T & I department will be able to offer alternatives to students. One would be an FBCBTE program that probably would meet all criteria as given. The other

INSTITUTION: Pennsylvania State University

PAGE NO. PS-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91% (combined with outreach courses)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
8. At least 60 students were enrolled in the competency-based instructional system. 9. Staff development activities for differentiated staff were provided. 10. Students completed a written evaluation of the system.	criterion No. 4 is added the phrase "whenever possible." Criterion No. 5 is modified by adding a sentence which verifies the competencies through "student teaching and other field-based activities" which go on in the regular program. This suggests a route to CBTE that fits into a course completion framework. In the "Procedures" section of this proposal, no reference is made in the text to a field-based program. However, commitment is made to the application of a competency-based program.	would be a program that merged the competencies within the current course structure. The latter would have field elements but not be fully field-based. Presumably, students could opt for one of the two approaches. The insertion of competencies into the course structure apparently requires University approval since it represents a substantial procedural/content change. The approval process is reported as being underway. The extent to which the latter approach satisfies criterion No. 5 requires further consideration. Home Economics The Home Economics Department provided documentation showing how their competencies fit the course structure. There seems to be little doubt as to the adequacy of their competencies and the conceptual framework in which they are applied. However, in the opinion of key personnel in the Home Ec. department, the PDE FBCBTE concept/program is more attuned to the T & I program than to Home Ec. requirements. One reason given is that the Home Ec. population tends to be a more "normal" undergraduate group in contrast to the T & I population which tends to be occupationally skilled but pedagogically deficient. The Home Ec. approach to field-based activity involves three field references in addition to student teaching. One of these experiences is home management,

INSTITUTION: Pennsylvania State University

PAGE NO. PS-7 (cont'd.)

ACTIVITY: Field-Based, Competency-Based Teacher Education

FUNDING: $171,512

PERCENTAGE OF FULL FUNDING: 91% (combined with outreach courses)

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
		house or other household situations. The other two are pre-professional work and living experiences away from the University and the student's home. The Home Ec. approach to criteria No. 5 involves the use of a self-pacing process that allows for open exit. This process is under development. Faculty members are being asked to provide write-ups on how they would implement a time-free program. That is, identify points at which students could exit. This is being done in terms of courses.

62

INSTITUTION: Pennsylvania State University

PAGE NO. PS-8

ACTIVITY: Tuition Differential

FUNDING: $51,400

PERCENTAGE OF FULL FUNDING: 76%

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Offer select vocational courses at a reduced tuition rate. **Criteria:** 1. Vocational education courses required to receive the Vocational Instructional II certificate or, in the case of intern certificate holders, to receive the Instructional I certificate, were offered at a rate that is $25 per credit hour less than the full tuition rate. 2. Students eligible for the reduced tuition rate were part-time vocational students who were Pennsylvania residents and who were enrolled in the select courses.	**Agricultural Education** The Ag. Ed. department identified 17 courses (including one Voc. Ed. course) as appropriate to successful agriculture teacher preparation. These courses qualify for tuition differential. **Vocational Industrial Education** Eleven courses were identified as eligible for tuition differential. Cooperative Education courses were not included in their consideration. **Home Economics** Inasmuch as the Home Ec. program does not deal with vocational intern candidates, the proposal indicates that the tuition differential component does not apply to this department.	Although subsequent documented verification is needed, it is reported that all part-time students enrolled in the identified courses are paying reduced tuition in accordance with PDE guidelines. It was reported that there were discussions underway between Center and University personnel to determine if there might be a method other than direct student tuition reduction to accomplish the same purpose.

63

INSTITUTION: Pennsylvania State University

PAGE NO. PS-9

ACTIVITY: Purchase of VTR Equipment

FUNDING: $8,474

PERCENTAGE OF FULL FUNDING: N.A.

PDE OBJECTIVES/CRITERIA	CENTER PROPOSAL	PROGRESS/COMMENT
OBJECTIVE: Purchase and deploy VTR equipment.	Purchased and deployed VTR equipment.	The money was split evenly between Agricultural and Vocational Education. The Vocational Education department was still considering alternatives at the time of the visit. The disposition of the Agricultural Education money will be determined during the next visit.